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THE CEA CRITIC

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TEACHER CERTIFICATION REFORM

The spectacular advance of Russian education has begun to have a sobering effect in the United States. We are coming to see that it will not be enough to reform the curriculum. The great need is for teachers, more teachers, better teachers, and consequently a better method of teacher training.

Action has started. Many states are considering whether the education credits should be reduced in the interest of more solid preparation for teaching such high school subjects as mathematics, science, history and languages.

Little publicity has been given the most significant action taken. The school of education at the University of Wisconsin has recently announced its decision to provide an alternative to the accumulation of course credits. The student will be permitted to show his competence simply by taking tests in education and the subject fields, supplemented by some experience in supervised student teaching. This plan is to be available not only to undergraduates but also to holders of the baccalaureate degree, persons fully capable of sound instruction but hitherto excluded from the profession for lack of course credits required for certification. The university is negotiating with the colleges of the state and the department of public instruction to assure statewide adoption of the plan. Similar action may be expected in many other states, sometimes on the initiative of the legislature.

The change will be great yet neither new nor radical. Certification by examination would simply be a return to the old American plan. It could appropriately be proposed by the educationists themselves. Twenty years have passed since Henry W. Holmes of the graduate school of education at Harvard urged examinations in place of credits. This would be a logical application of a vast amount of research and experience during the past half century, in many kinds of testing programs.

Our educationists claim that they have carried "scientific measurement" to a point where their results have a high degree of reliability. They should now be ready to re-

turn to the old American plan with a new confidence. In a sense, they have adhered to the examination system all along. They have been testing students forced to occupy seats in the classroom for two or three hours per week in each of a group of education courses. They might just as well, and better, test students who are free to elect courses or to learn the material independently. In general curricular debate educationists have commonly urged the claims of freedom as against prescription. Freedom should be appropriate in their own domain as well.

The below average, perhaps also the average student, might prefer to take the conventional courses in education, but the superior student would certainly welcome an opportunity to escape the tedious, low-toned routine of courses designed for mediocre capacities. If the topics to be covered are held within reason, a gifted student should be able to do the essential reading in a single summer. This will enable him to carry to a much higher point his preparation in the subjects he expects to teach in high school. Even more important, it will attract into the profession a larger proportion of the best minds and personalities.

There is a way to attract into the profession a still larger number of potentially excellent teachers. This way is not likely to be even considered, but is worth stating. Simply excuse the most promising young men and women from all requirements in education — tests as well as courses. Professor J. S. P. Tatlock, remembered as a distinguished scholar and teacher at Berkeley, liked to quote a shrewd Middle English proverb: "Send the wise and say no thing." The naturally qualified student is certainly intelligent enough to learn from observation of his own teachers in high school and college what traits and practices make for pedagogical success. What he has not learned he will pick up, by actual experience, about as soon as he needs it. After all, to the best teacher education is not a science but an art.

Norman Foerster
Santa Barbara

PAPER WORK AND TEACHING:
ANOTHER LOOK

On the question of the work load among English teachers, especially in the freshman course, Robert K. Turner, Jr., has presented (in the December, 1958, CEA Critic) some impressive figures. He demonstrates that, even if each week we teach five sections at fifteen hours, mark 100 themes, perform our committee and conference tasks, and discharge all other academic duties, we still work only 1800 hours a year—a total which is 200 hours short of the "normal work load" of a union member. Dr. Turner's statistics are neat enough to merit a Q.E.D. He reminds us of another advantage: that, if we are willing and able to accept "shabby gentility" as our standard of living, we can have our summers off. Disclosures like these, I confess, ought to make us English teachers ashamed of our routine complaints and protests. And I suspect that such news should also be welcome to administrators who do the budgeting, hiring, and firing.

As to the darker side, Dr. Turner points out certain considerations for our administrators: that a young instructor seeking promotion must work very hard if, in addition to teaching, he is to turn out an article or two each year; that there is

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Report of the College English Association
General Composition Standards Committee

Since its Interim Report of September 10, 1957 (published in the CRITIC, October 1957), the CEA General Composition Standards Committee has accomplished the following:

1. Publications

- a. Patrick G. Hogan, "If a Shoe Fits . . .," CRITIC, December, 1957. This is a report on a junior proficiency program in Mississippi.
- b. Harold C. Martin, "Composition Standards," CRITIC, February, 1958. The director of composition work at Harvard University replies to the Interim Report.
- c. Donald A. Sears, "A Symposium of Comments," CRITIC, October, 1958. This is a sampling of reactions to the Interim Report.
- d. Donald A. Sears, "An Experiment in Articulation," CRITIC, December, 1958. This reports a committee-sponsored experiment in articulation between high school and college at the local level in East Orange, N. J.
- e. Attempt was made to secure for publication an address "Toward Standards - Goals for the Program and Staff" by Donald R. Tuttle at the CCCC meeting in Philadelphia. The address appeared in COLLEGE COMPOSITION

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THE CEA CRITIC

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lish Association, Inc.

The Associator, official publication of
the Indiana CEA, has 27 pages of news
and comment on English teaching in In-
diana in its fall, 1958 issue (Volume VIII,
No. 1) A correspondent in each of the col-
legiate institutions in the state contrib-
utes material to this interesting and valu-
able report. Included also are two short
critical studies and a full report on the
annual Indiana CEA meeting.

David M. Rein, Case Institute, has writ-
ten three articles which throw light on the
meaning of Poe's stories and on some
events in his life: "Poe and Mrs. Shelton"
in *American Literature* for May, 1956;
"Poe and Virginia Clemm" in *Bucknell Re-
view* for May, 1958; and "Poe's Dreams" in
American Quarterly.

More on THIS

Anent Deckard Ritter's comments on **THIS**
(p. 2 Jan. CEA Critic):

A while back my wife turned her talents
to illustrating the angry young intellec-
tual's occult verbal use of the word **this**:

This is the thing. This is so.
This is the point. This we know.
This is the word by which we show
We're intellectuals.

All we need to know is this.
This is the keynote. This can't miss.
This, in a sense, we can't dismiss,
As intellectuals.

This is the case. This is the fact.
This keeps our brains from being wracked.
Saying this saves us from having to act
Like intellectuals.

Another example of an initiation rite
via language, Mr. Ritter, that's all. Irrita-
ting enough, like beards on eighteen year
olds. But harmless.

What is pernicious is the adjectival **this**
hiding, (again) lazily, as a relative pro-
noun among the dry thickets of freshman
rhetoric. Usually the student is summariz-
ing material just given, and what he means
but doesn't say is: this situation, this con-
dition, this viewpoint, this belief, this di-
lemma, this example — this **something** (of-
ten when challenged the student won't
know what thing). Having long since de-
clared war on this barbarism, I urge any
colleagues not already aware of it (if there
be any) to lend a hand in stamping it out.

David Baldwin

Northeastern University

Dear Janet,

Thank you for your poem "Pathetic Fal-
lacy" in the *CEA Critic* for October. It
reminded me of a passage in a Victorian
classic **THE ROADMENDER**, little read
now I guess:

"We have banished the protecting gods
that ruled in river and mountain, tree and
grove; we have gainsayed for the most part
folk-lore and myth, superstition and fairy-
tale, evil only in their abuse. We have done
away with mystery, or named it deceit. All
this we have done in an enlightened age,
but despite this policy of destruction we
have left ourselves a belief, the grandest
and most simple the world has ever known,
which sanctifies the water that is shed by
every passing cloud; and gathers up in its
great central act vineyard and cornfield,
proclaiming them to be that Life without
which a man is dead while he liveth . . .
As I write the sun is setting; in the pale
radiance of the sky above his glory there
dawns the evening star; and earth like a
tired child turns her face to the bosom of
the night."

Love to you, Cousin Janet,

A. E. Johnson,
Syracuse University

" . . . And although there is no
substitute for merit in writing,
clarity comes closest to being one.
Even to a writer who is being
intentionally obscure or wild of
tongue we can say, 'Be obscure
clearly! Be wild of tongue in a
way we can understand!' Even to
writers of market letters, telling
us (but not telling us) which se-
curities are promising, we can say,
'Be cagey plainly! Be elliptical in
a straightforward fashion!'

"Clarity, clarity, clarity. When
you become hopelessly mired in a
sentence, it is best to start fresh;
do not try to fight your way
through against the terrible odds
of syntax. Usually what is wrong
is that the construction has be-
come too involved at some point;
the sentence needs to be broken
apart and replaced by two or more
shorter sentences.

"Muddiness is not merely a dis-
turber of prose, it is a destroyer of
life, of hope: death on the highway
caused by a badly worded road-
sign, heartbreak among lovers
caused by a misplaced phrase in a
well-intentioned letter, anguish of
a traveler expecting to be met at a
railroad station and not being met
because of a slipshod telegram.
Usually we think only of the ludi-
crous aspect of ambiguity; we en-
joy it when the *Times* tells us that
Nelson Rockefeller is 'chairman of
the Museum of Modern Art, which
he entered in a fireman's raincoat
during a recent fire, and founded
the Museum of Primitive Art.' This
we all love. But think of the tra-
gedies that are rooted in am-
biguity; think of that side, and be
clear! When you say something,
make sure you have said it. The
chances of your having said it are
only fair."

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THE ROLE OF ENGLISH IN INDUSTRY AS OBSERVED BY EVENING ENGINEERING STUDENTS

Why should we study English? Why do we have to write compositions? Why do we have to study the techniques of speaking? Why do we have to read novels, short stories, and essays? Why should we write letters and reports in class? Why do we have to give so many speeches before the class?

These are the questions which engineering students invariably ask their English instructors. In an English class taught during the evening, the author requested his students who had positions as technicians in the field of engineering to analyze the worth of their study of English in relation to their daily technical work.

Each of the following conclusions is substantiated by the student's reaction stated in his own words:

1. This is the Paperwork Age. Reports of all kinds are necessary, and the engineer must express himself accurately and concisely.

"The engineer of today's modern world must be able to write letters, assignments, descriptions of the mechanical operation of new parts, and reports on the progress of his work. All of these must be written so that they can be understood and retained by the reader after one or two readings."

"The times in which we live may be called the Technological Age. At the same time, I would venture to call it a paperwork age. Paperwork is required to put material into production, move it all the way through to completion, and take it out of production. At different stages of production, progress reports are necessary. After production is completed and certain tests are made, reports must be prepared concerning their results. If any corrections must be made, reports must be submitted to suggest methods for correction."

"Today, in our scientific world, technological advancements and achievements must be presented to a great many people from various walks of life. Through the medium of writing, one can inform practically everyone of his accomplishments."

2. The engineer must communicate with others besides engineers, i.e., laymen and other professional persons.

"Speaking the English language well and fluently is certainly a great asset to any engineer. In this world today, there are a great number of men who do not have the ability to speak before a group of people. Therefore, when this asset is found in an engineer, it makes him more valuable to his fellow workers, to his community, and to his employer. Any engineer who has the ability to speak and to write well will never have to look far for a position with a company of his choosing."

"In speaking to another engineer, he will have little difficulty, since they both have similar education. When confronted by a person with a lesser technical background,

The Theme That Was Not Routine

One of the few interesting facets of teaching English One for me is the question: What will freshmen produce or misproduce in themes next? This vague interrogative keeps one's stack of eighty themes a week from being undiluted drudgery.

One is occasionally awakened by a sentence of unconscious wit: "The three periods of written and spoken English are Old, Middle-Aged, and Modern" and "A novel is a long story of friction." Yet these seem far-spread in all the papers.

But last quarter came a theme worth waiting for. I had made the mistake on the final examination of asking an above-freshman level question (at least for my students): Is the wiser approach to grammar form or meaning? Amid all the juvenilia and rubbish of jumbled replies came the following theme which amused and amazed the teacher (1) because of the student's overt criticism of the instructor's question, (2) because of his own ability to be elusive and yet slightly profound, and (3) because of his use of analogy.

Approach to Grammar: Form or Meaning?

By Joe Roberson

"Whether form or meaning is the better approach to grammar is an elusive and ambiguous question.

he must be capable of filling in between the technical terms with words that will clarify his reasoning."

"The engineer is not always concerned with speech about technical problems. Many times, at the lunch table, the discussion will digress from the technical aspect and lean toward the normal everyday problems of everyday people. Here, he must be able to express himself clearly and talk on the level of the people whom he is addressing. On the other hand, he may be called upon to speak before a gathering of his co-workers on his most recent discovery. He must be able to convey the information that he has gathered in the process of his discovery to these people."

3. Especially in the field of sales engineering, a knowledge of English is necessary.

"A sound working knowledge of the English language is essential to become an effective sales engineer. In his contacts with prospective buyers, he must be able to speak with intelligence, write with authority, and read with understanding. Along with speaking, writing, and reading he must possess cultural knowledge to be entertaining in the many social engagements that he has."

4. Many engineering developments are circulated in memoranda. Therefore, the engineer must have a knowledge of the principles of correct writing.

"Many engineering developments are circulated by memoranda. This method of spreading new knowledge is efficient and economical. It is efficient because engineers

(Please turn to p. 8)

"To me, at least, it seems that the answer lies in the fact that form must be mastered in order to better understand meaning. The ancient Egyptians, for instance, used allegories to emphasize spiritual truths or natural laws. The Freemasons of our age do much the same thing. Many great teachers have used parables to point out truths. That is, they have used something that can be visualized, something common, to teach something that, in itself, cannot be comprehended.

"Scientists, also, seeing only the form of thing common, to teach something that, in They may know, for example, that what goes up must come down, or that electrons revolve around a nucleus as planets around the sun. From the knowledge of these forms scientists must search for meaning, must go from the question of how things happen to that of why they happen.

"To me it seems that in grammar, also, one must first learn form before he can really know meaning. One must first learn tense forms, parts of speech, finite and non-finite verbs, aspect, and so forth before he can better comprehend the complex relationships of words, phrases, clauses, sentences, and paragraphs involved in grammar."

Mr. Roberson made the first "A" in English One in one and one-half years, despite his ambiguity.

Jane Sampey
Truett-McConnell College

Lines to a Frustrated Rocket

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What did you do? Nothing.

L. W. Michaelson
Moscow, Ida.

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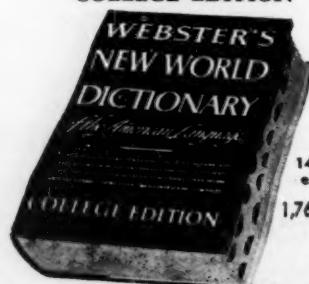


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BEWARE ANALYSIS

In his article "Poems Pickled in Anthological Brine", in the October 1958 issue of the C. E. A. Critic, Mr. Garvin says, "often the famous lines in a poem roll so readily over our tongues and in our minds that we never analyze them quite." This is very true, for every time I see a cluster of birches "bend to left and right across the line of straighter, darker trees", I almost wish that Robert Frost hadn't said just that. Somehow, it is almost a cliché; but not quite, because it can never be worn really meaningless with use, even though it does "roll so readily over our tongues". But age cannot wither nor custom stale the infinite variety of beauty that comes with each new reading of "Birches".

Of course, it takes a "richer mind to understand" the experience of a poem, whether pickled in anthological brine or not. I think it is a matter of common knowledge that the trained eye perceives what it is trained to see, the trained ear will hear the sound for which it listens. The lover of birds when walking in the country will see the flash of feathers in the trees quite imperceptible to his companions; a similar walk through the woods with John Kieran as guide, will waken our torpid vision to the hidden flowers, the exquisite foliage.

It is the same with poetry. There is something in poetry for all to experience, and the richer the mind, the richer the experience. The true poet catches the charm of something or anything. But this charm can be spoiled by too much analysis.

Every teacher of poetry ought to be a lover of poetry, but at the same time he should be aware that selective perception operates according to specialization of interest. One cannot make others see as we see, and it is a good thing for teachers to remember that students do not come to school to find out what the teacher thinks.

When I met Robert Frost last year at Boston College, he said to me, "I don't want to be bothered by a poem, I want to be thrilled by it." He also said that often readers found meanings in his poems that he never knew were there, and never intended to be there.

I like to remember these remarks, because, as far as teaching poetry is concerned, I believe far too many teachers spoil what could be a lovely experience, by too much analysis. (I am speaking, of course, of beginners, not of advanced students.) Frequently, students have told me

that poetry was ruined for them in high school because the teacher treated the poem as material for a clinical study. A former student of mine, when asked why she brought to college her preconceived notion that poetry was a chore, said to me, — "When I think of the 'Ancient Mariner', and all them footnotes!" — (Exact quote) — Obviously, there must have been too much bother and not enough thrill.

The thrill of many fine poems may be an intellectual one, and yet the meaning may be quite prosaic when detached, so poetry must have another value than meaning that is dredged from a sieve of words.

As for "Richard Cory" — I think that he, with the other misunderstood boys of Robinson's (for Robinson understood the misunderstood) Aaron Stark, Bewick Finzer, Cliff Klingenhagen, Mr. Flood, as well as Luke Havergal who was "soused in anthological pickle" — has been worried to death. In our culture we are so intent on psychological analysis that we distrust simple perfection — even the perfection of simplicity.

I think it is wise to keep in mind that Robinson believed that many of his poems did not require any explanation. Often he considered his poems ("John Everedown" and "The Tavern" for instance) as purely fanciful sketches, without ethical or symbolical significance. Yet I have heard these poems almost torn apart for "meaning".

A clue to Robinson's cryptic poetry, I believe, can be found in his precise diction

Ready February 1st

Essays on Language and Usage

edited by Leonard F. Dean and Kenneth G. Wilson, University of Connecticut at Storrs. Spring 1959. 346 pp.; \$2.50, paperbound.

Writing Prose: Techniques and Purposes

by Thomas S. Kane and Leonard J. Peters, University of Connecticut at Waterbury. Spring 1959. 360 pp.; \$2.95, paperbound

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and in his general outlook on life. He believed that "the test of a man is his willingness to measure himself by what he has tried to do". This statement, in a letter to Daniel Gregory Mason, is merely another way of saying what every creative writer tries to do — to look at life as it is, and as it ought to be. The creative writer, poet or otherwise, records life, but that is not all. He illuminates life. He hints at the conflict that is present in all our lives.

The surprise ending of "Richard Cory" may be a "cheap one" as Mr. Yvor Winters suggests, but nevertheless, such an ending shows a fragment of one man's life, no more, no less; for Robinson himself said, "I sing, in my own particular manner, of heaven and hell and now and then of natural things." He might have been an "evangelist of ruin" as he said he was, or he might have been giving, in his poetry, a fuller view of reality. At any rate, the poem is more important than any analysis of it.

So, I am making a plea now to the teacher of beginners — at any rate — not to spoil a poem by looking for meanings that may not be there.

It was Santayana, I believe, who said that poetry was something secret and pure, some magical perception lighting up the mind for a moment, like reflections in the water, playful and fugitive. Yet one can never experience this magical perception, this thrill of discovery by too much analysis. Of course the poet is "constantly amalgamating disparate experience", as

T. S. Eliot has said; but why spoil the effect by analysis? Why "brush the dust from off its wings"?

Like Conrad, I believe that if the poet can make you feel, make you see, make you think, then that is all, but that is everything.

Clara M. Siggins
Boston College

CARLYLE AND MILL

The Thomas Carlyle capable of naming the hero of Sartor Resartus "Teufelsdröckh" is capable of more significant puns than one. This note wishes to direct attention to a meaningful ambiguity — or slur — not glossed by editors of that heavily wrought book. In paragraph 8 of "The Everlasting No" occurs this passage:

"To me the Universe was all void of life, of Purpose, of Volition, even of Hostility: it was one huge, dead, immeasurable Steam-engine, rolling on, in its dead indifference, to grind me limb from limb. O, the vast, gloomy, solitary Golgotha, and Mill of Death!"

The first draft of Sartor Resartus was written in 1830. "The Everlasting No" represents the nadir of Carlyle's religious dejection. There is no Divine Will; life is a cold inanimation, the graveyard of faith. Many experiences in Carlyle's personal and physical life led him to this mood: so did an intellectual experience. In that same year of 1830 he had met John Stuart Mill; their friendship terminated only in 1849 when Mill refused to stomach Carlyle's nauseous "The Nigger Question." So wide is the ideological difference between them that the wonder is that a friendship ever began or long continued. In 1823 Mill had founded the Utilitarian Society; as early as 1825 he had edited Bentham's "Treatise Upon Evidence." Mill denied intuition; he urged exact inquiry into one's beliefs; he insisted upon scientific verification.

All this challenged the Calvinistic substructure upon which was based Carlyle's intuitional religiosity. For the early Carlyle, Mill's intellectual sense was a devastating blow. It bruised his religious faith. In the process of regaining it, he struck back.

This note therefore suggests that the "Mill of Death" in the lines above is a deliberate reference to John Stuart Mill and his doctrines, by a man brought to anguish by them. The phrase carries two weights: it glances at the grinding image which introduces it; at the same time it is the slap of Carlyle's heavy paw against the man whose view had brought Carlyle hurt.

Willis D. Jacobs
The University of New Mexico.

Composition Standards Report (Continued from p. 1)

AND COMMUNICATION, IX (May 1958), 80-86.

2. Support of the committee was given to the summer conference on composition, directed by Earle G. Eley, at the Downtown Center of the University of Chicago.
3. The committee cooperated with the College Conference on Composition and Communication in its efforts toward standards at Philadelphia, spring, 1958. The committee chairman ran a workshop on "Maintaining Standards in Spite of Rising Enrollments." A summary of the workshop appeared in COLLEGE COMPOSITION AND COMMUNICATIONS, IX (October 1958), 181-183.
4. At its Philadelphia meeting, the CCCC voted to establish a committee on Standards and Accreditation. The chairman of the CEA Committee cooperated with this group and has been appointed to serve on the CCCC committee.
5. The chairman participated in a meeting, sponsored by the U. S. State Department of Education on certification of teacher training programs. This was held at Rutgers University, November 24, 1958.
6. Discussion and correspondence have taken place between William K. Selden, Executive Secretary of the National Commission on Accrediting, and the committee chairman and CEA President Henry Sams.

It is of interest to note the increasing national activity in the area of standards and accreditation, activity that may well have been sparked by the CEA General Composition Standards Committee. The committee intends to continue to work with other groups in such a way as to make the CEA position felt. (The CEA position is outlined in the "CEA Policy on the Certification of the Teacher of English," prepared by Autry Nell Wiley at the request of President Henry Sams. The committee agrees with and has sought to function within the expressed limits of this policy statement.)

During the year, the resignation of Edward Hubler of Princeton for reasons of health was regretfully accepted. Not only should Professor Hubler's position be filled, but it is urged that the committee be continued as a standing committee of the CEA with an expanded membership.

During the time of the national convention in New York City in December, 1958, the committee met to plot its future activities and to set its special goals for 1959.

Respectfully submitted,
James F. Beard, Jr.
Earle R. Eley
Patrick G. Hogan, Jr.
Donald A. Sears, Chairman

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DETV: Where are you headed in such a great hurry, Socrates?

Socrates: I just remembered that Xantippe told me to get some edibles at the Olympic Supermarket. They are having a sale on horsemeat and we're having some guests over for dinner tonight.

DETV: But it's not even 5 A. M. yet!

Socrates: I want to get there before the store opens so as to avoid the vulgar mob. You know how I loathe mingling with the meatheads.

DETV: You'll miss Professor Valentino's discussion of St. Augustine's *Confessions*, which goes on at 5 A. M. It will last only fifteen minutes and it promises to be sensational. Prof. Valentino will have as his guest today the editor of *Sinners Anonymous* - and you know what that means.

Socrates: I know what that means, and that is why I plan to miss it.

DETV: From comments you have let drop in our previous discussions, I have drawn the inference that you have grave misgivings about the value of ETV.

Socrates: That is an inference with which I do not choose to disagree.

DETV: But I should like, Socrates, to examine this whole question of ETV. Why are you against it?

Socrates: Well, since you have asked me, Bandwagonides, I should like to answer you by first examining a few other questions. You have gotten your doctorate in ETV at Ambrosia University, is that so?

DETV: That is right, Socrates.

Socrates: I didn't say it was right; I said it was so. Now you have said upon numerous occasions that according to the best tests and evaluations, ETV has proved more valuable than conventional teaching techniques by 12.57 percent. Is that correct?

DETV: Actually, it was 12.59 percent, but essentially you are correct.

Socrates: Have we not also been told by reliable educational statisticians that college students today can read, spell, and generally write as well as students of previous generations?

DETV: I do not see your point.

Socrates: Would you say from the papers that you get from your own students that students today can read and write as well as students BETV and BTC?

DETV: Would you please clarify what you mean by BTC? I presume BETV means Before Educational Television.

Socrates: BTC means Before Teachers Colleges.

DETV: But you must not forget that today we teach students, not just subject matter. Look at the Adjustment Ratio Coefficient. Recent tests prove that today's students are better adjusted by 18.79 percent.

Socrates: Better adjusted to what and to whom?

DETV: Tests are now under way to determine that.

Socrates: I await the statistics with the

greatest anticipation. But pending this statistical Eureka, let us go on to another point.

DETV: Yes, Socrates, let us.

Socrates: Which would you say is more important, the book or the cover of the book?

DETV: Obviously, the cover - I mean the book, of course.

Socrates: Why, then, is so little reference made to the book itself on these ETV programs? Why must we hear so much about the background of the author, the background of the book, not to mention the background music?

DETV: But the ground must be cultivated before the seeds take root.

Socrates: Which brings me to the next point. I believe you have polled the students on the reactions to these ETV programs.

DETV: Yes, indeed, fire away.

Socrates: Of the professors that have thus far appeared, which one received the most enthusiastic endorsement by the students?

DETV: The female students were most enthusiastic over Prof. Tab Presley and the male population seemed to prefer Dr. Marilyn Bardot.

Socrates: What was the most frequent reason given for this adoration?

DETV: Both groups claimed that the professors in question were so telegenic—and besides, had wonderful personalities.

Socrates: What was the book discussed by Prof. Presley?

DETV: *The Kinsey Report*.

Socrates: What was the book discussed by Dr. Marilyn Bardot?

DETV: *The Lonely Crowd*.

Socrates: What did the students say about these books?

DETV: They said that the discussions were most intellectually stimulating, but that they hadn't read the books as yet. In fairness to the students, however nearly all

of them - I would say roughly 93 per cent - said they seriously planned to read the books at their earliest opportunity.

Socrates: How much time is allowed to each of these programs?

DETV: Fifteen minutes per program. On Sundays and holidays, the program is extended to half an hour. But on these days, the program begins at 4 A. M. instead of the usual 5 A. M.

Socrates: This time, of course, includes time out for the sponsor's commercials and for spot announcements of programs for the rest of the day.

DETV: Well, naturally, you must allow the sponsor some time for selling his product.

Socrates: Naturally. By the way, who is the sponsor of these ETV programs?

DETV: On odd-numbered days, Fred's Friendly Mortuary - the Mortuary with the Personal Touch. On other days, there are different sponsors. But quite frankly, Socrates, I strongly suspect that your distaste for ETV is based on some personal experience that you must have had. Have you really ever been approached to appear on ETV?

Socrates: Yes, I was once asked to conduct a series of weekly discussions on Plato's *Republic*, but they turned me down—or is it up?

DETV: When was that?

Socrates: Oh, last year, just before the elections.

DETV: Who was going to be your sponsor?

Socrates: The Republican Party.

DETV: Why did they turn you down?

Socrates: The sponsor felt I should be guided in my discussion by the chairman of the party. I could not see the justice of that.

DETV: But what is justice, as you would say? Were you ever approached again by anyone?

Socrates: Yes, I was, by the Hemlock Electric Razor Company.

DETV: I love their advertising slogan: A Hemlock Electric Razor is poison to your beard. Why did they turn you down?

Socrates: Their personnel director claimed I was not sufficiently telegenic. There was also some hint that it might perhaps be less embarrassing to the company if I were to cut my beard before each program. They did not particularly care if I were to grow it in between programs.

DETV: So you see, Socrates, it all boils down to the fact that you are against ETV because of a sour grapes attitude.

Socrates: But tell me, Bandwagonides, why are you so convinced of the virtues of ETV?

DETV: I know it can be a shot in the arm of education.

Socrates: Any other reason?

DETV: In these days of critical teacher shortage, it will supply the kind of teacher we so sorely need.

Socrates: Any other reason?

DETV: We must keep up with the times. We are lagging behind Russia in the conquest of space. We should not allow a sim-

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ilar catastrophe to occur in ETV. The same kind of cynical skepticism you display over the value of ETV was shown when printing was first invented, when Einstein propounded his theory of relativity, when Dale Carnegie revolutionized society with his *How to Make Friends and Influence People*, as a matter of fact, when first came out every discovery and invention that have made our civilization what it is today.

Socrates: And what is this civilization you speak of?

DETV: I am sorry I cannot answer your question now. It is time for me to go watch this morning's ETV program. It begins in two minutes.

Socrates: Well, I can't make it this morning. What are they discussing tomorrow morning?

DETV: The Death of Socrates.

Socrates: Who is sponsoring it?

DETV: The Pegasus Life Insurance Company.

Milton Birnbaum

American International College

PAPER WORK AND TEACHING (Continued from p. 1)

"overpowering boredom" in correcting through the decades the same errors in student compositions; that we ought "to get enough money to live decently without having to take on extra work"; that some of our committee assignments might as easily be done by clerks and secretaries; that departmental budgets should provide for student-assistants; and that if the dean expects us to be "productive scholars," he must "allow us some time to devote to scholarship." In sum, to those who control our fates, Dr. Turner flings down the challenge: "We must look to our administrators for some help."

For the way Dr. Turner has formulated these questions one can have great respect and yet have no hope at all that his kind of argument will help the cause of our profession. Even the mail-boy who asks for a raise knows better than to admit to his boss that he is bored, wishes the janitor would take over some of his tasks, needs more time to study postal rates—and puts in fewer hours than do most of his fellow employees. Joking aside, however, Dr. Turner's addition is correct—although the implication that professionals "should not be concerned with counting hours at all" might baffle anyone who has ever hired a lawyer, sat in a dentist's chair, or had a physician call at his house.

The trouble with numbers, though, is that they are only symbols. What Dr. Turner's 1800 hour-symbols signify is what concerns me. Each of these is, for the teacher, an hour of work, concentrated, unbroken—not time put in. With many other workers, white collar and labor, a seven- or eight-hour day means that many hours on the job, but perhaps about five of concentrated work. From them we must usually subtract the total of minutes that go to the coffee-break, the klatsch around the water-

cooler, the bets in the men's room, the cigarette in the hall, the chaff over the phone, the palaver in the conference, etc., etc. So, the on-the-job hours of workers in many other fields are simply not comparable. Of course a part of our job consists in palpably doing: class-room teaching, paper-marking, conferring, committeeing, preparing for class-hours, devising examinations, getting up syllabi. But are these things all of it? Does not Dr. Turner's logic push us into admitting that all other intellectual and cultural pursuits are no part of the work for which the teacher should be paid and that they have nothing to do with his services to society? Might not an unfriendly critic argue, on this basis, that research is mere self-indulgence in a hobby by which the self-seeker hopes to climb up the hierarchies of Academe?

Along with most of my colleagues I can, without a rise in blood-pressure, prepare a semestral teaching report, wherein I learn that my value as an instructor amounts to, say, 150 students times 3 hours per week or 450 credit-hours. Such toys doubtless have their organizational usefulness, and may delight efficiency-minded administrators. But when a fellow-English teacher quantifies his own labors, I see red. For I object to what is apparently Dr. Turner's definition of the teacher's work-load. My own definition is this: the teacher's work consists of all that he does to make himself an increasingly effective teacher. To be sure, a *reductio ad absurdum* lurks here too; for a malingerer might claim that unless he is paid for spending ten hours nightly in bed he cannot teach his one hour in class. I am not defending loafers, but let me make a comparison. When John Q. Public sees a man reading in an easy-chair, he concludes the man is

not at work. If he sees two such men, he concludes that neither is working. But one of these men is a soap salesman who, when he reads a novel, is in fact not at work; he is merely entertaining himself or perhaps enriching himself as a person; but clearly he is not taking any steps to increase his sales quota. The other man is an English teacher who may very well be—indeed should be—not merely entertaining himself and enriching himself but also taking steps to improve himself as a teacher. That he enjoys this part of his job is no more reason why he should be penalized than that a salesman's salary should be cut because he may enjoy wining and dining his customers—or that a surgeon should take a smaller fee because he revels in the skill of his hands and knows the satisfaction of healing.

Behind his statistics, Dr. Turner conceives of the teacher as a cog in the academic machine who grinds out so many units of production. Such an image of the English teacher I for one deplore. And I am depressed that it may be the image which the public entertains of the pedagogue—a figure which compels no masculine respect. It is an image which does not include the teacher as a man. It is an image which does not include him as agent, spokesman, and champion of Mind and Heart. It is an image which degrades the very cause in which the humanities teacher toils: to foster literacy in students, to advance learning, to transmit through great books the essential experience of the human race, and—even in the Space Age—to propagate wisdom. It is an image of a zero-thing clanking out its routine—of a drudge who never asks for, never suspects he needs, restoration and refreshment. It is an image which relegates research to a matter of permission. Per-

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parable, even quantitatively, to the teacher's hours.

And evidently Dr. Turner assumes that our work can be measured quantitatively.

PAPER WORK AND TEACHING

(Continued from p. 7)

haps much so-called research is divorced from teaching. But search is not so divorced. For once the teacher stops searching, he stops growing, and he stops teaching. Once he gives up the dream and the effort of continual self-development, he may go through the motions; but his days as a teacher are over and his value to society is quite dispensable. For all their mathematical precision, the Dr. Turners among us will rarely trouble the organized hearts of academic administrators. Nor can such gentle pleading stir our blood to fight for fit working conditions. Without these, our profession can toy with but never really do the man's work these fatal years demand of us.

Richard B. Hovey,
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Fictitious homuncus,
Lies under this stone.
What manner of sprite
In the shadows of night
Seeks return to these bones?
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And his frightened surprise
When the last trumpet sounds
And its echo rebounds
—But no bones can arise!

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ROLE OF ENGLISH

(Continued from p. 3)

who are interested in a particular development can usually find written material on this or related developments. Reviewing the work that has already been done can be very helpful in guiding the engineer on his project and many times can save him much unnecessary work. Being able to review, in memoranda, the findings made by other engineers is an economical saving because it helps prevent expensive duplication of effort and time. For memoranda to serve the purpose of efficiency and economy, they must be written clearly, briefly as possible, and intelligently."

5. Engineers must talk before groups and must give information orally about new developments or discoveries in a clear-cut, understandable manner.

"Speaking plays an important role in engineering fields. For example, a new development or discovery can create many inquiries from interested people. The engineer who is responsible for creating this interest may be called on to give a talk about his development or discovery. For this reason it is important that an engineer should have a good command of the English language and have the ability to organize and present his talk intelligently. His presentation will undoubtedly be a direct reflection upon himself and the company which he is representing."

6. In many cases, salary increases are annually determined primarily by the quantity and the quality of the memoranda that are spoken and written during the preceding year.

"To earn promotion at his job, one must be prepared to fill the position of the man directly above him. Promotion means less dealing with things and more dealing with people. When he has risen to a high position, the technically trained man must almost forsake his technical training and apply himself in the field of "human engineering." His tools will be his ability to express himself, his confidence in himself, and the desire to improve himself. More and more the successful man finds himself involved in conferences, writing reports, delivering reports, and accepting reports."

7. The Technological Age brings increasing complexity in written literature. In order to understand the principles of abstract and diversified subjects, one must adjust his reading habits and attitudes to changing times and must add new words to his vocabulary.

"The capacity to read, understand, and retain literature, both technical and non-technical, is another valuable and necessary attribute that an engineer must possess. Without this capacity a person would have an extremely small and limited

source of information."

8. The art of communicating intelligently and correctly is one to be cultivated, for the engineer must be able to impart his ideas with dispatch and authority to both technical and non-technical personnel.

"Few people possess the art of intelligent communication. The man who can guide others need not have the ability to do the job himself. A foreman does not have to be able to do the job better than any man in the shop. He has only to guide, and guiding well demands not only a knowledge of the job at hand but the ability to impart his ideas with dispatch and authority and in language that will be completely understandable."

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10. English inculcates the habit of good listening . . . "the final product of the mastery of good English."

"Listening is the effect following the cause of speaking. The speaker can only present his case in the best way he knows, but it still remains that his audience must assimilate the material and evaluate it for digestion into its educational file. Usually good listening comes as a final product of the mastery of good English."

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